**Section I – Module A: Comparative Study of Texts and Context**

This module requires students to compare texts in order to explore them in relation to their contexts. It develops students’ understanding of the effects of context and questions of value.

**Elective 2: Texts in Time**

In this elective students compare how the treatment of similar content in a pair of texts composed in different times and contexts may reflect changing values and perspectives. By considering the texts in their contexts and comparing values, ideas and language forms and features, students come to a heightened understanding of the meaning and significance of each text.

In your answer you will be assessed on how well you:

* demonstrate understanding of the meanings of a pair of texts when considered together
* evaluate the relationships between texts and contexts
* organise, develop and express ideas using language appropriate to audience, purpose and form

**2009 HSC Question**

**‘A deeper understanding of aspirations and identity emerges from considering the parallels between The Great Gatsby and Browning’s poetry.’**

**Compare how these texts explore aspirations and identity.**

Question 2 – Texts in Time

**Comments from the Marking Centre**

**General Comments**

Elective 2 was the most popular elective with approximately 40% of all candidates attempting the question on Frankenstein and BladeRunner.

Better responses developed a thesis which addressed the question and demonstrated a strong conceptual understanding of the module and the elective. These responses embedded an evaluation of the relationship between text and context in the analysis of the texts and thus revealed a wide-ranging understanding of context and how that was reflected in texts. These responses also incorporated an analysis of the ways in which a comparative study invited deeper understanding of the concepts suggested by the question.

Weaker responses tended to make connections between texts often through lengthy description and recount. They were explanatory and narrative rather than analytical. These responses did not demonstrate evaluative judgements and treatment of context was often superficial or absent. Textual references were often not well selected or integrated into the discussion of the two texts studied.

**Question 2 – Texts in Time**

Better responses demonstrated a conceptual understanding of the module through detailed analysis of the interrelationship between the two texts studied. They demonstrated a clear understanding of how context influenced the values and ideas in both texts. These responses considered the key terms of disruption, aspirations or independence and identity as a basis for the thesis developed in their response.

Weaker responses tended to identify some similarities between these texts, often with a limited understanding of their significance. These responses often considered the key terms of the question in a superficial or generalised way and/or ignored them. Treatment of context was not integrated into the discussion and was frequently a reference to the time of composition rather than an understanding of how context is reflected in the construction and reception of texts. Textual support was often not appropriate.

MARKING GUIDELINES

A 17 – 20

• Compares skilfully how a consideration of the parallels between The Great Gatsby / Elizabeth Barrett Browning’s poetry provides a deeper understanding of aspirations and identity

• Demonstrates skilfully an understanding of the relationships between texts and contexts using well-selected and detailed textual reference

• Composes a perceptive comparison using language appropriate to audience, purpose and form

B 13 – 16

• Compares effectively how a consideration of the parallels between The Great Gatsby / Elizabeth Barrett Browning’s poetry provides a deeper understanding of aspirations and identity

• Demonstrates effectively an understanding of the relationships between texts and contexts using detailed textual reference

• Composes an effective comparison using language appropriate to audience, purpose and form

C 9 – 12

• Compares how a consideration of the parallels between The Great Gatsby / Elizabeth Barrett Browning’s poetry provides an understanding of aspirations and identity

• Demonstrates an understanding of some aspects of the relationships between texts and contexts using relevant textual reference

• Composes a sound comparison using language appropriate to audience, purpose and form

D 5 – 8

• Explains some parallels betweenThe Great Gatsby / Elizabeth Barrett Browning’s poetry

• Demonstrates limited understanding of the relationships between texts and contexts

• Composes a limited response

E 1 – 4

• Describes aspects of the texts using elementary knowledge

• May attempt to describe aspects of texts and contexts

• Attempts to compose a response to the question

**2010 HSC Question**

**Analyse how The Great Gatsby and Browning’s poetry imaginatively portray individuals who challenge the established values of their time.**

**Comments from the Marking Centre**

**General comments**

In better responses, candidates developed a thesis which addressed the question and demonstrated a strong conceptual understanding of the module and the elective. They embedded an evaluation of the relationship between text and context in the analysis of the texts. These responses demonstrated an understanding of the term ‘values’ and also showed a discerning use of textual references.

Weaker responses tended to make connections between texts through lengthy description and recount. They were explanatory and narrative rather than analytical. These responses did not demonstrate evaluative judgements and treatment of context was often superficial or absent. Textual references were often not well selected or integrated into the discussion of the two texts studied.

**Question 2 – Texts in Time**

In better responses, candidates considered the key notion of individuals challenging established values and produced a shaped response that developed and sustained a thesis which genuinely addressed the question and which used a discerning selection of textual references.

In weaker responses, candidates tended to identify some similarities between these texts, often with a limited understanding of the significance of these similarities. They often considered the key concept of established values of their time in a superficial or generalised way or ignored it. Treatment of context was not integrated into the discussion and was frequently a reference to the time of composition rather than an understanding of how context is reflected in the construction and reception of texts. They often relied on a few basic or inappropriate references to texts.

**MARKING GUIDELINES**

A 17 – 20

• Analyses skilfully how The Great Gatsby / Elizabeth Barrett Browning’s poetry portray individuals who challenge the established values of their time

• Demonstrates skilfully an understanding of the relationships between texts and contexts using well-selected and detailed textual reference

• Composes a perceptive response using language appropriate to audience, purpose and form

B 13 – 16

• Analyses effectively how The Great Gatsby / Elizabeth Barrett Browning’s poetry portray individuals who challenge the established values of their time

• Demonstrates effectively an understanding of the relationships between texts and contexts using detailed textual reference

• Composes an effective response using language appropriate to audience, purpose and form

C 9 – 12

• Analyses The Great Gatsby / Elizabeth Barrett Browning’s poetry portray individuals who challenge the established values of their time

• Demonstrates an understanding of some aspects of the relationships between texts and contexts using relevant textual reference

• Composes a sound response using language appropriate to audience, purpose and form

D 6 – 8

• Explains some aspects of the links between The Great Gatsby / Elizabeth Barrett Browning’s poetry

• Demonstrates limited understanding of the relationships between texts and contexts

• Composes a limited response

E 1 – 4

• Describes aspects of the texts using elementary knowledge

• May attempt to describe aspects of texts and contexts

• Attempts to compose a response to the question